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AUTHOR Hollenback, Ruth Ann
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ABSTRACT

The major purpose of the study was to obtain from vocational consumer and homemaking teachers in Oklahoma an evaluation of the basic core curriculum prepared for home economics 2 by the Oklahoma State Department of Vocational and Technical Education. Data were collected by means of a mailed questionnaire and personal data information sheet designed to ascertain and evaluate teacher attitudes toward the curriculum and obtain a profile of the participants of the study. Fifty percent of the vocational consumer and homemaking teachers from each of the six supervisory districts were selected at random for a total of 200 teachers. A total of 142 responded to the instrument. It was found that the teachers were making extensive use of the curriculum and finding it helpful in most aspects of their teaching. They also indicated they would like the opportunity to participate in the home economics curriculum development. Many of the teachers were in favor of more inservice training to help them use the basic core curriculum to better advantage. (Author/NJ)

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AN EVALUATION OF HOME ECONOMICS II BASIC CORE CURRICULUM BY VOCATIONAL CONSUMER AND HOMEMAKING TEACHERS IN OKLAHOMA

By

RUTH ANN HOLLENBACK

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1964

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1975

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Name: Ruth Ann Hollenback Date of Degree: July, 1975

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title: AN EVALUATION OF HOME ECONOMICS II BASIC CORE CURRICULUM BY VOCATIONAL CONSUMER AND HOMEMAKING TEACHERS IN OKLAHOMA

Pages in Study: 84 Candidate for the Degree of Master of Science

Major Field: Vocational-Technical and Career Education

Scope and Method of Study: The major purpose of this study was to obtain from vocational consumer and homemaking teachers in Oklahoma an evaluation of the basic core curriculum prepared for Home Economics II by the Oklahoma State Department of Vocational and Technical Education. Data was collected by means of a mailed questionnaire and personal data information sheet designed to ascertain and evaluate teacher attitudes toward the Home Economics II Basic Core Curriculum and obtain a profile of participants in this study. Fifty percent of the vocational consumer and homemaking teachers from each of the six supervisory districts were selected at random for a total of 200 teachers. A total of 142 teachers responded to the instrument.

Findings and Conclusions: It was found that the vocational consumer and homemaking teachers are making extensive use of the Home Economics II Basic Core Curriculum and are finding it to be helpful in most aspects of their teaching. Teachers indicated that they would appreciate the opportunity to participate in the home economics curriculum development. Many teachers are in favor of more in-service training to help them use the basic core curriculum to better advantage.

ADVISER'S APPROVAL _____

AN EVALUATION OF HOME ECONOMICS II BASIC CORE CURRICULUM BY VOCATIONAL CONSUMER AND HOMEMAKING TEACHERS IN OKLAHOMA

Thesis Approved:

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Thesis Adviser

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Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Curriculum development is a most fascinating challenge; a challenge that the Oklahoma State Department of Vocational and Technical Education has accepted. Although essentially none of the ten million dollars authorized by the federal government for curriculum development in vocational and technical education has found its way to home economics in Oklahoma, the state vocational and technical administration has seen fit to finance the development of home economics curriculum primarily with state funds in order to meet the needs of the growing home economics population in Oklahoma.

Before the inception of the Curriculum and Instructional Materials Center at the Oklahoma State Department of Vocational and Technical Education, a curriculum specialist was employed by the Home Economics Division to develop curriculum for home economics. As a result of that beginning Human Development and the Family, Consumer Education Curriculum Guide, Adult Education, and Introduction to Occupations were written. After the Curriculum and Instructional Materials Center was established in 1969, a curriculum specialist was hired in the area of home economics the following year. Since 1970, the following list of materials can be accredited to the Department:

1. Home and Community Services. 1971. Revised 1972.
2. Commercial Foods Management and Production. 1972.

3. Home Economics I Basic Core Curriculum. 1972.

4. Home Economics II Basic Core Curriculum. 1973.

5. Child Development Curriculum. 1974.

The researcher wishes to consider the value of the Home Economics II Basic Core Curriculum which was written for the secondary program, sophomore level, and includes in its format "the objectives stated in behavioral terms, activities, information, assignment and job sheets, tests, and answers to the tests" (1, p. 4). Since dissemination of about 400 complimentary teacher manuals to home economics programs in the summer of 1973, 5,366 student copies have been sold to accommodate approximately 7,000 Home Economics II students in the state of Oklahoma. Along with this figure, teacher manual sales include 378 copies sold in-state and 123 copies sold out-of-state. Means of dissemination include the vocational conferences, the ERIC Index System and a printed catalog of materials. Orders are taken and materials are then mailed out to interested persons.

The curriculum specialist, in keeping with Tyler's theory that overall curriculum development should have no less than three sources of input, has included the following in the curriculum committee: home economics teachers, home economics teacher educators, state supervisors of home economics, and subject matter specialists.

The Home Economics II Basic Core Curriculum is divided into units of instruction which include basic knowledges and skills in the areas of child development, clothing and textiles, consumer education, foods and nutrition, housing and home furnishings, personal and family relationships, and career exploration.

> Each unit of instruction is so structured that each student may reach the desired terminal behavior called for in the objective. This approach in curriculum development has increased the effectiveness of the education process in such a way that both teacher and student know the expected changes in behavior and are able to measure when learning has taken place (1, p. 6).

Statement of the Problem

Curriculum development in recent years has become one of the major priorities of the Oklahoma State Department of Vocational and Technical Education. The problem and the reason for this study is the ascertaining of the acceptance and usefulness of the curriculum materials provided to teachers of Home Economics II in Oklahoma. By obtaining from vocational consumer and homemaking teachers their evaluation of the Home Economics II Basic Core Curriculum, the endless task of writing and revising curriculum can more nearly meet the needs of the clients for which it is intended.

Purpose of the Study

The major purpose of this study is to obtain from vocational consumer and homemaking teachers in Oklahoma an evaluation of the basic core curriculum prepared for Home Economics II by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. The results of this evaluation will be indicative of teacher use and acceptance of the basic core curriculum; it will serve as a guide for the curriculum specialists in further development and revision of curriculum for Home Economics II.

Objectives of the Study

Because the Oklahoma format for curriculum is so diversified, it is necessary to incorporate the following objectives in order to get an adequate evaluation thereof:

1. To ascertain the general acceptance of the Home Economics II Basic Core Curriculum as well as the acceptance of individual components of the units of instruction; assignment sheets, job sheets, information sheets, behavioral objectives, suggested activities, transparency masters, and posttests.
2. To ascertain to what extent the Home Economics II Basic Core Curriculum is being used by vocational consumer and homemaking teachers in Oklahoma.
3. To ascertain how knowledgeable vocational consumer and homemaking teachers are concerning the development and design of home economics curriculum.
4. To ascertain if this approach in curriculum development is taking any initiative away from the teacher.
5. To ascertain the value of the basic core curriculum to students as perceived by teachers.

Assumptions Basic to the Study

For the purposes of this study, the following assumptions were accepted by the researcher:

1. That the vocational consumer and homemaking teachers participating in this study were representative of their peers across the state.

2. That the responses given by the teachers to items positive and negative to the Home Economics II Basic Core Curriculum would be a true indication as to their feelings about this approach to curriculum writing.
3. That the vocational consumer and homemaking teachers would provide an accurate and honest evaluation of the Home Economics II Basic Core Curriculum.

Scope and Limitations of the Study

Data for this study was obtained by means of a questionnaire. The instrument was sent to 200 vocational consumer and homemaking teachers in the state of Oklahoma who taught Home Economics II during the 1973-1974 school term. This number represents fifty percent of all vocational home economics teachers in the state.

This study is limited to:

1. The state of Oklahoma;
2. Public high school vocational consumer and homemaking teachers who have used the Home Economics II Basic Core Curriculum for one year;
3. Questionnaire type research; and
4. The measurement of opinions or attitudes in evaluating only those items indicated on the instrument.

Definition of Terms

Attitude--a persistent disposition to act either positively or negatively toward a person, group, object, situation, or value.

Home Economics II Basic Core Curriculum--material which includes basic knowledges and skills in the areas of child development, clothing and textiles, consumer education, foods and nutrition, housing and home furnishings, personal and family relationships, and career exploration needed for tenth grade home economics students.

Instructional Units--each instructional unit includes behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, posttests, and answers to the posttests.

Behavioral Objectives--these objectives state the goals of the course thus providing a sense of direction and accomplishment for the student. Behavioral objectives are stated in two forms: terminal objectives stating the subject matter to be covered in a unit of instruction and specific objectives stating the student performance necessary to reach the terminal objective.

Oklahoma Format for Curriculum--the format employed by Oklahoma for curriculum writing is very diversified in that it includes behavioral objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, posttests, and answers to posttests.

Suggested Activities Sheet--an outline of steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Information Sheet--contains essential facts necessary for the understanding of an instructional unit which is largely information in nature.

Assignment Sheets--directs the study to be done or assignment to be carried out by the student on the lesson topic and may include questions to determine how well the lesson has been learned.

Job Sheets--give directions on how to perform, completely and in proper sequence, the operations necessary to complete a production job.

Visual Aids--provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. They may present new information or they may reinforce information presented in the information sheets.

Posttests--tests that have been constructed to measure student achievement of each objective listed in the unit of instruction.

Posttest Answers--are provided for each unit. These may be used by the teacher and/or the student for checking student achievement of the objectives.

CHAPTER II

REVIEW OF LITERATURE

Many questions must be answered when one begins to look at curriculum. Among these are: "Is it intellectually sound?" "Can it be learned by students?" "Does it have optimal sequencing?" and "Are varied techniques needed for different teaching situations?" Curriculum development can be likened to an experiment which can be handled in either of two ways, replication or demonstration of the known, or it can be an exploration of the unknown, the innovative and untried ideas. Of course, the latter would be best. However, as stated by Hurd, "It is harder to change the curriculum than it is to move a cemetery" (4, p. 3). Although this is sometimes true in certain cases, we know that the school is a reflection of the views of the society in which it exists and at this point in time, our society itself is in a "state of flux" therefore, a wide variety of views are held on what kind of structure society itself should have (14).

Much of the new home economics curriculum is being developed so that it can be adopted by teachers for student individualized instruction or for independent study.

> While it is the responsibility of the local school systems to determine the content of their home economics curricular and adopt it to their needs it is the state and federal educational agencies' responsibility to provide leadership for the initial development of curriculum materials....It is imperative that home economics education meet the needs of the individual learner if our courses are to be relevant to youth and adults today and in the future (8, p. 81).

Therefore it is to be kept in mind that curriculum materials are most effective when the teachers themselves are involved in the development and implementation because...

> ...evidence from recent research has lent support to the view that just as, in the home environment, the attitude of parents plays a more important part than the material circumstances so too, within the school, the part played by the attitudes of teachers and the classroom practices they adopt as a result of those attitudes--may prove to be far more important than the more material factors such as school buildings, size of class, apparatus provided, or techniques employed (14, p. 32).

The point at hand then is that, if the teachers participate in developing the curriculum, they will feel as though it is theirs and will be more willing to use it. Authorities have questioned the possibility of validated curriculum ever being used on a large scale if each teacher must build his own curriculum on his own analysis process; however, progress in vocational education curriculum is directly dependent upon analysis. Ergo, improvement of program planning and instruction in vocational education is dependent upon large scale use of analysis for all services (9).

Knowledge is being so rapidly accumulated that by the time a new textbook is written and published it is on its way to being out-of-date. This very fact proves what most curriculum writers already know--that curriculum revision is never finished. This matter of revision must be preceded by evaluation.

> Even the decision of the curriculum writers to keep working on the materials is evaluative, since it indicates that in their judgement the project has sufficient promise to be worthy of further effort. The financial supporters of a curriculum writing project are evaluating when they continue giving such support (4, p. 2).

However, evaluation is not possible until precisely what it is that has to be evaluated is known. The evaluation procedure is aimed at

determining the extent to which the predetermined aims are being achieved. If aims have been clearly stated before the methods by which they are to be achieved have been developed, the evaluator knows what he has to assess. On the other hand, if aims have not been stated at the outset, one must take on the task of determining what they are before evaluation can begin.

Secondly the nature of evaluation and the kind of evaluation design are influenced by when the evaluation information will be used, who will use it, and the purpose of the evaluation. "Systematic general evaluation is practical only when one can admit that the activities or materials being evaluated might not fully achieve the intended results" (4, p. 6).

One soon learns that curriculum evaluation can be very exciting, since the evaluator can see the results of his investigations reflected in educational practice. It is also quite dangerous since there are few rules and the evaluator is constantly open to criticism. If things go well with the evaluation it is the writers and their supporters who are responsible, but if things go wrong, the responsibility can easily fall back on the evaluator.

> In curriculum evaluation, it would be easier to concern oneself only with the textbook, or with the sum of instructional materials including films, tapes, television programs, transparencies, supplemental readings, etc. However the child does not learn only from these, and what he learns from these may be very clearly influenced by the other things that happen in the school. A curriculum assessment that concerns itself only with the instructional without some understanding of the other variables in the situation, may conclude that certain results are produced, but may give no indication of why these are produced, or why different results ensue in different situations, or it may conclude that the materials have failed, when the failure reflects a different factor (4, p. 5).

If the evaluation is to be useful it must reflect the interests and circumstances of the clientele for whom the curriculum is patterned.

> Good evaluation rests much more on objectively collecting facts than on subjective opinion. Evaluation, of course, must be concerned with all possible aims. It is as important to know what is not being achieved as to know what is (14, p. 15).

CHAPTER III

METHODOLOGY

Introduction

The major purpose of this study was to obtain from vocational consumer and homemaking teachers in Oklahoma an evaluation of the basic core curriculum prepared for Home Economics II by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. The results of this evaluation were indicative of teacher use and acceptance of the basic core curriculum. Because the Oklahoma format for curriculum is so diversified, it was necessary to incorporate the following objectives in order to obtain an adequate evaluation thereof:

1. To ascertain the general acceptance of the Home Economics II Basic Core Curriculum as well as the acceptance of individual components of the units of instruction; assignment sheets, job sheets, information sheets, behavioral objectives, suggested activities, transparency masters, and posttests;
2. To ascertain to what extent the Home Economics II Basic Core Curriculum is being used by vocational consumer and homemaking teachers in Oklahoma;
3. To ascertain how knowledgeable vocational consumer and homemaking teachers are concerning the development and design of home economics curriculum.

4. To ascertain if this approach in curriculum development is taking any initiative away from the teacher; and
5. To ascertain the value of the basic core curriculum to students as perceived by teachers.

This chapter in describing the methodology used, will be divided into the following sections: (1) selection of the population, (2) development of the instrument, (3) method of collecting data employed, and (4) an analysis of the data.

Selection of the Population

In Oklahoma, there are approximately 400 vocational consumer and homemaking teachers who are supervised by the Home Economics Education Division of the Oklahoma State Department of Vocational and Technical Education. The state has been divided into six (6) districts, each of which has been assigned a supervisor. Each district's vocational consumer and homemaking teacher population is as follows:

Northwest District -- 51 teachers
Southwest District -- 83 teachers
Northeast District -- 90 teachers
Southeast District -- 90 teachers
West District -- 41 teachers
East District -- 46 teachers

Due to the uneven distribution of district population, the researcher chose to select at random 50 percent of the vocational consumer and homemaking teachers from each of the six supervisory districts to which to submit the questionnaire.

Development of the Instrument

In keeping with other research done on curriculum in Oklahoma, the researcher chose to revise the attitude scale which was developed by Bobby G. Patton to measure the favorable and unfavorable opinions and attitudes of teachers toward the Basic Core Curriculum for Vocational Agriculture.

In order to render the attitude scale useful to home economics, it was necessary to review the curriculum and interview curriculum specialists so that the appropriate objectives would be stated. Once the objectives were stated, it was necessary to select those questionnaire statements that would be instrumental in meeting the objectives. Before the questionnaire was submitted to the high school vocational consumer and homemaking teachers, it was approved by the State Supervisor of Home Economics, the Coordinator of the Curriculum and Instructional Materials Center, and the researcher's graduate committee. The task of this group was to edit and delete any statements that they felt were inappropriate or unnecessary.

The personal data information sheet was attached to the questionnaire to be filled out by the participants in order for the researcher to have a better idea of the type individual cooperating in the study.

Collection of Data

The 200 high school vocational consumer and homemaking teachers selected at random to participate in the study were mailed a copy of the revised questionnaire, a personal data information sheet, an introductory letter (See Appendix A), and a stamped self-addressed

envelope. At the end of ten days those teachers who had not yet responded were contacted by telephone and asked to respond as soon as possible.

An Analysis of the Data

The instrument development employed the use of the Likert-Scale to gather data from the teachers. In order to present an accurate picture of the opinions concerning the Home Economics II Basic Core Curriculum, a frequency distribution of each item was computed and percentages calculated. Tables were developed to indicate numerical and percentage or mean responses to each item.

In an attempt to dissuade participants in the study from rotely marking the questionnaire, negative items were developed for inclusion. Success was realized in that there was a sharp change in response from the positive to the negative whenever negative items were encountered. The five negative items included in the questionnaire are as follows:

16. The basic core curriculum for Home Economics II requires the use of more materials, equipment and supplies to meet the curricular needs than my school district is willing to provide.

19. An experienced teacher has little need for the Home Economics II Basic Core Curriculum.

24. I often wish the basic core curriculum left more to the teachers' originality.

27. A basic core curriculum tends to diminish a teacher's initiative.

29. The tests in the basic core curriculum for Home Economics II too often exceed the capabilities of my students.

In arriving at the mean response, numerical values were assigned to each response category of the Likert-Scale as follows:

Positive Item	Negative Item
Strongly Agree - 5	Strongly Agree - 1
Agree - 4	Agree - 2
Neutral - 3	Neutral - 3
Disagree - 2	Disagree - 4
Strongly Disagree - 1	Strongly Disagree - 5

In order to calculate the mean responses to the negative items, the numerical value was reversed to permit all items to be computed in a like manner. A negative item which received a "strongly disagree" rating reflected a positive attitude.

The personal data items were categorized into two areas: (1) personal profile information and (2) curriculum information. Percentage and mean responses were used in presenting the data.

Additional comments were recorded.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The major purpose of this study was to obtain from vocational consumer and homemaking teachers in Oklahoma an evaluation of the basic core curriculum prepared for Home Economics II by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. In turn, this evaluation by teachers was indicative of their acceptance of the curriculum and the use they made of it. To attain this purpose, the following objectives were developed:

1. To ascertain the general acceptance of the Home Economics II Basic Core Curriculum as well as the acceptance of individual components of the units of instruction; assignment sheets, job sheets, information sheets, behavioral objectives, suggested activities, transparency masters, and posttests;
2. To ascertain to what extent the Home Economics II Basic Core Curriculum is being used by vocational consumer and homemaking teachers in Oklahoma;
3. To ascertain how knowledgeable vocational consumer and homemaking teachers are concerning the development and design of home economics curriculum;

4. To ascertain if this approach in curriculum development is taking any initiative away from the teachers; and
5. To ascertain the value of the basic core curriculum to students as perceived by teachers.

The data presented in this chapter was gathered from vocational consumer and homemaking teachers in all of the six supervisory districts in Oklahoma. There was a total of 128 respondents participating in this study. Questionnaires were mailed to 200 teachers of Vocational Home Economics II on July 29, 1974. Of the 200 questionnaires mailed out, 142 were returned for a 71 percent return, 14 questionnaires were either not filled out properly or the respondents had not used the core curriculum materials and had no opinions. Therefore, of the 142 questionnaires that were returned, 128 were usable in the study, even though not all were filled out in total. The data was analyzed and summarized.

This study is based on five objectives which seek to obtain an evaluation of the basic core curriculum prepared for Home Economics II by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. As each objective was developed, items to be placed in the questionnaire were written to help meet these various objectives. The funnel effect was employed in placing the items for the five objectives in the questionnaire. Only three decoy items were added.

Items grouped under Objective I were to ascertain the general acceptance of the Home Economics II Basic Core Curriculum as well as the acceptance of individual components of the units of instruction; assignment sheets, job sheets, information sheets, behavioral

objectives, suggested activities, transparency masters, and posttests.

The items used in meeting Objective I were as follows:

5. The suggested activities page serves as a stimulus for better lesson planning.

9. The transparency masters provided in each unit should be used.

11. Assignment sheets provide pencil and paper activities to help students see the relevance of each unit of instruction.

13. Tests provided in each unit do a good job of evaluating a student's achievement of the objectives.

15. I feel that my teaching has improved since using the Home Economics II Basic Core Curriculum.

17. I find that once students understand the behavioral objectives of a unit, they learn the materials quickly.

19. An experienced teacher has little need for the Home Economics II Basic Core Curriculum.

21. It is a real time saver to have the information sheets included in the student manual.

23. Job sheets are sufficiently detailed to allow the student to complete the specific job.

26. After working with the Home Economics II Basic Core Curriculum, my goals for the course are much clearer than they were before I instituted the change.

28. I believe the basic core curriculum is adequate in its present development.

30. Since using the basic core curriculum, I can identify strengths and weaknesses in my own planning of which I was not aware.

34. Although Home Economics II Basic Core Curriculum is sufficient, it can be complimented by utilizing other instructional materials.

Objective II employed the following items to ascertain to what extent the Home Economics II Basic Core Curriculum is being used by vocational consumer and homemaking teachers in Oklahoma.

1. The basic core curriculum for Home Economics II has helped me to develop new and more effective ways of working with individual learners.

2. Some of the material in the basic core curriculum for Home Economics II can be and is used in other homemaking classes.

16. The basic core curriculum for Home Economics II requires the use of more materials, equipment and supplies to meet the curricular needs than my school district is willing to provide.

18. Use of the Home Economics II Basic Core Curriculum accounts for more than 60 percent of my class time.

31. By having a basic core curriculum for Home Economics II, I taught a wider variety of information this year compared to previous years.

33. Behaviorally stated objectives are helpful in giving direction to my teaching.

35. Home Economics II Basic Core Curriculum students manuals should be provided for each student in the class.

Objective III attempted to ascertain how knowledgeable vocational consumer and homemaking teachers are concerning the development and design of home economics curriculum. Items grouped under this objective were:

4. It is the state and federal educational agencies' responsibility to provide leadership for initial development of curriculum materials.

10. Having high school home economics teachers as part of the curriculum committee writing team is an effective way of preparing curriculum materials.

12. Home Economics II Basic Core Curriculum was intended to be more than a library reference.

22. Every student in the class should have a personal copy of the Home Economics II Basic Core Curriculum in order for it to be used to its maximum potential.

In ascertaining if this approach in curriculum development is taking any initiative away from the teacher, as stated in Objective IV, the following items were used.

6. A variety of teaching strategies is more effective in stimulating the desired learnings called for in Home Economics II Basic Core Curriculum than a single technique.

8. A teacher must have an openness to new ideas in order to use the basic core curriculum successfully.

24. I often wish the basic core curriculum left more to the teachers' originality.

27. A basic core curriculum tends to diminish a teacher's initiative.

The task of Objective V was to ascertain the value of the basic core curriculum to students as perceived by teachers. Items developed to reach this objective are as follows:

3. Students perform at a higher level when using units with behavioral objectives, compared to the traditional way of teaching.

14. Students learn more when they have their own curriculum manual because less time is spent in note taking.

20. The basic core curriculum to a great extent provides students with opportunities for practical experience in homemaking.

29. The tests in the basic core curriculum for Home Economics II too often exceed the capabilities of my students.

Additional data collected to formulate a personal profile of those vocational consumer and homemaking teachers participating in this study include the following items:

7. I am well satisfied with my present teaching position.

25. Home Economics II Basic Core Curriculum is helpful in making FHA an integral part of the Consumer and Homemaking Program.

32. More curriculum workshops are needed to train teachers how to successfully use the basic core curriculum.

The curricular data information form inquired into such areas as:

. Number of years

. Age

. Highest college degree held

. Institution attended

. 1973-74 Home Economics II enrollment

. Classroom use of Home Economics II Basic Core Curriculum

. Number of student manuals purchased

. Number of students using the core curriculum

. Attendance at the two-day Vocational Education Curriculum In-Service Training Course.

General Acceptance

Objective I used a total of thirteen items to ascertain the general acceptance of the Home Economics II Basic Core Curriculum as well as the acceptance of individual components of the units of instruction; assignment sheets, job sheets, information sheets, behavioral objectives, suggested activities, transparency masters, and posttests. The teacher responses to these items are as follows.

Table I denotes the responses by teachers in each of the six home economics supervisory districts in the state as to their general acceptance of the suggested activities page as stated in item number 5, "The suggested activities page serves as a stimulus for better lesson planning." Out of a total of 126 teachers responding to this item, only one teacher disagreed and only one teacher strongly disagreed with the proposed helpfulness of the suggested activities page; 83 agreed with the item and 26 strongly agreed, while 15 respondents remained neutral. The table indicates that all districts were in agreement that the suggested activities page was helpful in stimulating better lesson planning. The table also shows that 65.9 percent of the teachers in

the state agreed with the statement and 20.6 percent more respondents strongly agreed.

TABLE I

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ACCEPTANCE OF SUGGESTED ACTIVITIES PAGE AS A STIMULUS FOR BETTER LESSON PLANNING

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	5	29.41	9	52.94	2	11.76	0	0	1	5.88
Southwest	4	13.33	22	73.33	4	13.33	0	0	0	0
Northeast	6	24.00	17	68.00	2	8.00	0	0	0	0
Southeast	6	22.22	15	55.55	6	22.22	0	0	0	0
West	2	15.38	9	69.23	1	7.69	1	7.69	0	0
East	3	21.42	11	78.58	0	0	0	0	0	0
State Totals	26	20.63	83	65.87	15	11.90	1	.79	1	.79

Table II is a summary of teacher responses to item number 9, "The transparency masters provided in each unit should be used." The table indicates the degree of use made of the transparency masters included in the basic core curriculum format. Of the 128 respondents to this item, 30 strongly agreed and 77 agreed with only four teachers disagreeing about the usefulness of the transparency masters. However, of the 128

respondents, 17 remained neutral on this item. It is noted that 83.6 percent of the respondents were positive about the transparency masters and only three percent were negative.

TABLE II

NUMERICAL AND PERCENTAGE RESPONSES INDICATING USE OF TRANSPARENCY MASTERS

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	5	27.78	10	55.56	1	5.56	2	11.11	0	0
Southwest	6	20.00	18	60.00	6	20.00	0	0	0	0
Northeast	7	28.00	18	72.00	0	0	0	0	0	0
Southeast	6	21.43	15	53.57	7	25.00	0	0	0	0
West	2	15.38	8	61.54	1	7.69	2	15.38	0	0
East	4	28.57	8	57.14	2	14.29	0	0	0	0
State Totals	30	23.43	77	60.16	17	13.28	4	3.13	0	0

Table II summarizes the response by Home Economics II teachers concerning the acceptance and usefulness of assignment sheets as stated in item number 11, "Assignment sheets provide pencil and paper activities to help students see the relevance of each unit of instruction." There were 127 responses to this item. It is noted that there is a similarity

in opinion in all districts of the state. Of all responses, 90 percent were positive in favor of the assignment sheets and only 1.5 percent were negative. Neutral responses were at 7.8 percent. It is noteworthy that both the Northwest District and the East District rated the assignment sheets 100 percent on the positive side of the scale.

TABLE III

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ACCEPTANCE AND USEFULNESS OF ASSIGNMENT SHEETS

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	3	16.67	15	83.33	0	0	0	0	0	0
Southwest	8	26.67	19	63.33	2	6.67	1	3.33	0	0
Northeast	4	16.00	16	64.00	4	16.00	1	4.00	0	0
Southeast	4	14.29	22	78.57	2	7.14	0	0	0	0
West	2	15.38	9	69.23	2	15.38	0	0	0	0
East	4	30.77	9	69.23	0	0	0	0	0	0
State Totals	25	19.69	90	70.87	10	7.87	2	1.57	0	0

As shown in Table IV, there is some disagreement among teachers on item number 13 which states, "Tests provided in each unit do a good job of evaluating a student's achievement of the objectives." The Northeast

District shows the highest positive rating, 68 percent, of any of the districts.

TABLE IV

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ACCEPTANCE OF POSTTESTS AS SUFFICIENT TO MEASURE STUDENT ACHIEVEMENT

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	1	5.55	7	38.88	4	22.22	6	33.33	0	0
Southwest	0	0	14	46.66	6	20.00	9	30.00	1	3.33
Northeast	2	8.00	15	60.00	5	20.00	3	12.00	0	0
Southeast	1	3.57	13	46.42	4	14.28	6	21.42	4	14.28
West	0	0	5	38.46	5	38.46	3	23.07	0	0
East	2	14.28	5	35.71	2	14.28	4	28.57	1	7.14
State Totals	6	4.68	59	46.09	26	20.31	31	24.21	6	4.68

Statewide 20.31 percent of the teachers are undecided or neutral concerning the sufficiency of the unit tests, while approximately 29 percent are negative toward the unit tests provided.

According to the data shown in Table V, the majority of the Northwest District teachers are positive about the core curriculum being an aid to better teaching as stated in item number 15, "I feel that my

teaching has improved since using the Home Economics II Basic Core Curriculum." While the West District displays the largest percentage remaining neutral concerning this item, the Southeast District teachers indicate an approximate 18 percent negative response toward the core curriculum as improving their teaching. However, on a statewide basis approximately 60 percent of the teachers indicate that their teaching has improved by means of the basic core curriculum.

TABLE V

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ACCEPTANCE OF THE BASIC CORE CURRICULUM AS AN AID TO BETTER TEACHING

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	1	5.55	14	77.77	2	11.11	1	5.55	0	0
Southwest	3	10.00	12	40.00	12	40.00	3	10.00	0	0
Northeast	3	12.00	11	44.00	7	28.00	3	12.00	1	4.00
Southeast	2	7.14	13	46.42	8	28.57	3	10.71	2	7.14
West	1	7.69	6	46.15	6	46.15	0	0	0	0
East	3	21.42	7	50.00	3	21.42	1	7.14	0	0
State Totals	13	10.15	63	49.21	38	29.68	11	8.59	3	2.34

Table VI summarizes the acceptance and non-acceptance of behavioral objectives as reflected by the responses of teachers to item number 17, "I find that once students understand the behavioral objectives of a unit, they learn the materials quickly." Please note the 100 percent positive response by the West District participants in regard to behavioral objectives; however only eight percent of those teachers have attended a workshop as pointed out in Table XXXIX. The Northeast District shows an eighty percent positive response along with a twenty percent neutral response.

TABLE VI

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ACCEPTANCE OF BEHAVIORAL OBJECTIVES AS AN AID TO LEARNING

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	11	61.11	6	33.33	1	5.55	0	0
Southwest	0	0	14	48.27	12	41.37	3	10.34	0	0
Northeast	0	0	20	80.00	5	20.00	0	0	0	0
Southeast	0	0	12	42.85	12	42.85	3	10.71	1	3.57
West	8	61.53	5	38.46	0	0	0	0	0	0
East	1	7.14	9	64.28	2	14.28	2	14.28	0	0
State Totals	9	7.08	71	55.90	37	29.13	9	7.08	1	.78

Table VII shows the opinions of teachers in relation to item number 19 which states, "An experienced teacher has little need for the Home Economics II Basic Core Curriculum." It is notable that three districts did not agree with this item at all. Only one teacher from each of the three remaining districts cast a vote in agreement to item number 19. Considering the range in age across the state as shown in Table XXXVIII, it may be assumed that teachers of all ages were using the Home Economics II Basic Core Curriculum.

TABLE VII

NUMERICAL AND PERCENTAGE RESPONSES INDICATING USEFULNESS OF THE CORE CURRICULUM TO AN EXPERIENCED TEACHER

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	0	0	2	11.11	11	61.11	5	27.77
Southwest	0	0	1	3.33	3	10.00	16	53.33	10	33.33
Northeast	0	0	0	0	2	8.00	16	64.00	7	28.00
Southeast	0	0	1	3.57	4	14.28	15	53.57	8	28.57
West	0	0	1	7.69	0	0	9	69.23	3	23.07
East	0	0	0	0	0	0	10	76.92	3	23.07
State Totals	0	0	3	2.36	11	8.66	77	60.62	36	28.34

Table VIII indicates the acceptance and usefulness of information sheets as inquired into by item number 21, "It is a real time saver to have the information sheets included in the student manual." Of the 127 teachers responding to item number 21, only two disagreed. While the Northwest district was in total agreement, the Southeast, West, and East districts had no negative responses but did have a small percentage who were neutral on the subject. The Southwest and Northeast districts display only one dissenting vote each.

TABLE VIII

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ACCEPTANCE AND USEFULNESS OF INFORMATION SHEETS

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	3	16.66	15	83.33	0	0	0	0	0	0
Southwest	5	16.66	18	60.00	6	20.00	1	3.33	0	0
Northeast	6	25.00	16	66.66	1	4.16	1	4.16	0	0
Southeast	7	25.00	18	64.28	3	10.71	0	0	0	0
West	3	23.07	9	69.23	1	7.69	0	0	0	0
East	7	50.00	6	42.85	1	7.14	0	0	0	0
State Totals	31	24.40	82	64.56	12	9.44	2	1.57	0	0

Job sheet sufficiency is shown in Table IX by means of item number 23 which reads, "Job sheets are sufficiently detailed to allow the student to complete the specific job. The table shows that none of the respondents in the East District disagreed with the item; however, one participant did remain neutral. Statewide, 108 of the 128 responding to this item either agreed or strongly agreed with the usefulness of the job sheets. Only seven participants disagreed while ten percent of the respondents were neutral on this item.

TABLE IX

JOB SHEET SUFFICIENCY AS INDICATED BY NUMERICAL AND PERCENTAGE RESPONSES

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	16	88.88	0	0	2	11.11	0	0
Southwest	6	20.00	19	63.33	4	13.33	1	3.33	0	0
Northeast	3	12.00	17	68.00	3	12.00	2	8.00	0	0
Southeast	1	3.57	21	75.00	5	17.85	1	3.57	0	0
West	2	15.38	10	76.92	0	0	1	7.69	0	0
East	1	7.14	12	85.71	1	7.14	0	0	0	0
State Totals	13	10.15	95	74.21	13	10.15	7	5.46	0	0

Table X summarizes teacher response to item number 26 which states, "After working with the Home Economics II Basic Core Curriculum, my goals for the course are much clearer than they were before I instituted the change." In all districts 50 percent or more of the teachers indicated that they agree with statement number 26 in that their goals in teaching were much clearer because of the core curriculum. The Northwest District shows 83.33 percent agreement which is the greatest degree of agreement for this item. State totals indicate a wide variety of opinions. Of the 128 respondents to this item over 60 percent agreed, 9 percent strongly agreed and less than 10 percent disagreed. Approximately 70 percent of the respondents felt that the basic core curriculum was helpful in clarifying their teaching goals; whereas 21 percent were neutral or undecided about the affects of the core curriculum upon their goals.

Table XI is a summary of teacher responses concerning the acceptance of the basic core curriculum in its present development as stated in item number 28, "I believe the basic core curriculum is adequate in its present development."

There is a shift of majority responses from the positive to the negative concerning this item. Here it can be seen that almost 40 percent believe that the curriculum can be improved upon, whereas approximately 30 percent remain neutral where curriculum development is concerned.

TABLE X

NUMERICAL AND PERCENTAGE RESPONSES INDICATING USEFULNESS OF THE BASIC CORE CURRICULUM FOR CLARIFICATION OF TEACHING GOALS

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	15	83.33	0	0	3	16.66	0	0
Southwest	3	10.00	16	53.33	9	30.00	2	6.66	0	0
Northeast	3	12.00	17	68.00	2	8.00	3	12.00	0	0
Southeast	2	7.14	15	53.57	7	25.00	3	10.71	1	3.57
West	1	7.69	7	53.84	5	38.46	0	0	0	0
East	3	21.42	7	50.00	4	28.57	0	0	0	0
State Totals	12	9.37	77	60.15	27	21.09	11	8.59	1	.78

According to the findings in Table XII, the majority of the teachers are in general agreement that the core curriculum was an aid in better lesson planning as referred to in item number 30, "Since using the basic core curriculum, I can identify strengths and weaknesses in my own planning of which I was not aware." As indicated in the table, 124 teachers responded to this item, 83 of which were in agreement and 6 more strongly agreeing with the item as stated. However, 25 teachers were undecided or neutral. The West District shows the largest percentage of disagreement of all the districts.

TABLE XI

PERCENTAGE AND NUMERICAL RESPONSES INDICATING ADEQUACY OF THE BASIC CORE CURRICULUM IN ITS PRESENT DEVELOPMENT

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	1	5.88	3	17.64	6	35.29	6	35.29	1	5.88
Southwest	0	0	9	30.00	10	33.33	10	33.33	1	3.33
Northeast	0	0	11	47.82	7	30.43	5	21.73	0	0
Southeast	0	0	3	11.53	7	26.92	16	61.53	0	0
West	0	0	5	38.46	2	15.38	6	46.15	0	0
East	0	0	6	46.15	4	30.76	3	23.07	0	0
State Totals	1	0.81	37	30.32	36	29.50	46	37.70	2	1.63

As shown in Table XIII, approximately 96 percent of the respondents are in agreement with statement number 34 which reads, "Although Home Economics II Basic Core Curriculum is sufficient, it can be complimented by utilizing other instructional materials."

Of the 124 teachers responding to this item, only three disagreed, two were neutral and 119 agreed that the basic core curriculum can be complimented with other instructional materials. Three districts indicated a 100 percent agreement to the item.

TABLE XII

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ACCEPTANCE OF THE BASIC CORE CURRICULUM AS AN AID TO BETTER LESSON PLANNING

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	1	5.88	13	76.47	2	11.76	1	5.88	0	0
Southwest	1	3.33	18	60.00	10	33.33	1	3.33	0	0
Northeast	0	0	19	82.61	3	13.04	1	4.35	0	0
Southeast	1	3.57	18	64.28	5	17.85	4	14.28	0	0
West	0	0	7	53.84	3	23.07	3	23.07	0	0
East	3	23.07	8	61.53	2	15.38	0	0	0	0
State Totals	6	4.83	83	66.93	25	20.16	10	8.06	0	0

Summary

Taking into consideration the responses of the teachers in all districts, one must realize that the basic core curriculum provided them for Home Economics II is meeting the needs of the majority of the teachers in the state participating in this study.

The figures indicate that they were receptive to the idea of being provided with assignment sheets, job sheets, information sheets, transparency masters, posttests and suggested activities as well as behaviorally stated objectives for the unit of instruction.

TABLE XIII

NUMERICAL AND PERCENTAGE RESPONSES INDICATING USE OF SUPPLEMENTARY INSTRUCTIONAL MATERIALS

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	9	52.94	7	41.17	0	0	1	5.88	0	0
Southwest	13	43.33	14	46.66	1	3.33	2	6.66	0	0
Northeast	14	60.86	9	39.13	0	0	0	0	0	0
Southeast	14	50.00	14	50.00	0	0	0	0	0	0
West	3	23.07	10	76.92	0	0	0	0	0	0
East	6	46.15	6	46.15	1	7.69	0	0	0	0
State Totals	59	47.58	60	48.38	2	1.61	3	2.41	0	0

As a summary of Objective I and the items used to reach that objective, a table has been developed showing the rank order of the mean responses for each of the thirteen items.

Upon careful examination of the data presented in Table XIV, it can be seen that the highest mean response (4.45) was in favor of using additional instructional materials to compliment the basic core curriculum. This data was supportive of the lowest mean response, 2.91 assigned to item number 28 which indicates that teachers disagree that the basic core curriculum is adequate in its present development.

TABLE XIV

RANK ORDER OF MEAN RESPONSES FOR STATEMENTS USED TO REACH OBJECTIVE I

No.	Statement	$\bar{X}$
34.	Although Home Economics II Basic Core Curriculum is sufficient, it can be complimented by utilizing other instructional materials.	4.45
21.	It is a real time saver to have the information sheets included in the student manual.	4.15
19.	An experienced teacher has little need for the Home Economics II Basic Core Curriculum.	4.15
11.	Assignment sheets provide pencil and paper activities to help students see the relevance of each unit of instruction.	4.09
5.	The suggested activities page serves as a stimulus for better lesson planning.	4.05
9.	The transparency masters provided in each unit should be used.	4.04
23.	Job sheets are sufficiently detailed to allow the student to complete the specific job.	3.92
26.	After working with the Home Economics II Basic Core Curriculum, my goals for the course are much clearer than they were before I instituted the change.	3.72
30.	Since using the basic core curriculum, I can identify strengths and weaknesses in my own planning of which I was not aware.	
15.	I feel that my teaching has improved since using the Home Economics II Basic Core Curriculum.	3.56
17.	I find that once students understand the behavioral objectives of a unit, they learn the materials quickly.	3.51
13.	Tests provided in each unit do a good job of evaluating a student's achievement of the objectives.	3.22
28.	I believe the basic core curriculum is adequate in its present development.	2.91

Extent of Use

Objective II employed a total of seven items to ascertain to what extent the Home Economics II Basic Core Curriculum is being used by vocational consumer and homemaking teachers in Oklahoma. The manner in which the teachers answered these items is as follows.

As seen in Table XV 75 percent of the teachers were in agreement, while another 8.66 percent were in strong agreement with item number 1, "The basic core curriculum for Home Economics II has helped me to develop new and more effective ways of working with individual learners." The figures show the East District was in complete agreement; however the Southwest, Northeast, Southeast, and West Districts encompass a few teachers who disagreed that the core curriculum was effective in working with individuals. One should, however, keep in mind that these ones total only 5.5 percent of the participants in this study. Approximately 12 percent of the teachers were neutral on this item.

According to the findings in Table XVI, all teachers, except one, who participated in the study were in agreement with item number 2 which reads as follows, "Some of the material in the basic core curriculum for Home Economics II can be and is used in other homemaking classes." As indicated by the table, 40.62 percent of the teachers were in strong agreement concerning the use of the basic core curriculum for Home Economics II in other classes and an additional 58.59 percent agreed. The only exception was undecided or neutral about using the core curriculum for other than Home Economics II classes.

TABLE XV

NUMERICAL AND PERCENTAGE RESPONSES INDICATING HELPFULNESS OF HOME ECONOMICS II BASIC CORE CURRICULUM IN WORKING WITH INDIVIDUAL LEARNERS

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	1	5.55	14	77.77	3	16.66	0	0	0	0
Southwest	4	13.33	17	56.66	8	26.66	1	3.33	0	0
Northeast	2	8.33	19	79.16	1	4.16	1	4.16	1	4.16
Southeast	2	7.14	20	71.42	3	10.71	3	10.71	0	0
West	1	7.69	11	84.61	0	0	0	0	1	7.69
East	1	7.14	13	92.85	0	0	0	0	0	0
State Totals	11	8.66	94	74.01	15	11.81	5	3.93	2	1.57

Table XVII gives an indication of the administrative support that the basic core curriculum was receiving in the local community. The response to item number 16, "The basic core curriculum for Home Economics II requires the use of more materials, equipment and supplies to meet the curricular needs than my school district is willing to provide," shows that 48 percent of the participants were in disagreement and 16.53 percent strongly disagreed that the curriculum requires more economic support than the schools would provide. However, 14 percent agreed and

1.5 percent strongly agreed that too much additional expense was necessary in order to use the basic core curriculum. Approximately 20 percent remained neutral.

TABLE XVI

NUMERICAL AND PERCENTAGE RESPONSES INDICATING USEFULNESS OF HOME ECONOMICS II BASIC CORE CURRICULUM IN OTHER HOMEMAKING CLASSES

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	9	50.00	9	50.00	0	0	0	0	0	0
Southwest	10	33.00	20	66.66	0	0	0	0	0	0
Northeast	11	44.00	14	56.00	0	0	0	0	0	0
Southeast	14	50.00	14	50.00	0	0	0	0	0	0
West	4	30.76	8	61.53	1	7.69	0	0	0	0
East	4	28.57	10	71.42	0	0	0	0	0	0
State Totals	52	40.62	75	58.59	1	0.78	0	0	0	0

TABLE XVII

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ACCEPTANCE OF ADDITIONAL EXPENSE IN ORDER TO MEET CURRICULAR NEEDS

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	1	5.55	3	16.66	12	66.66	2	11.11
Southwest	1	3.33	2	6.66	10	33.33	17	56.66	0	0
Northeast	1	4.00	9	36.00	3	12.00	12	48.00	0	0
Southeast	0	0	2	7.40	2	7.40	5	18.51	18	66.66
West	0	0	0	0	4	30.77	8	61.54	1	7.69
East	0	0	4	28.57	3	21.42	7	50.00	0	0
State Totals	2	1.57	18	14.17	25	19.68	61	48.03	21	16.53

In Table XVIII evidence is given that there is an almost even split between those that agreed and those that disagreed with item number 18, "Use of the Home Economics II Basic Core Curriculum accounts for more than 60 percent of my class time." Figures show that 7.87 strongly agreed and 38.58 agreed, while 40.94 percent disagreed and 3.93 strongly disagreed. Some eleven teachers remained neutral as to how much class time is allowed for the basic core curriculum.

TABLE XVIII

NUMERICAL AND PERCENTAGE RESPONSES INDICATING CLASSROOM TIME ALLOTTED TO USE OF HOME ECONOMICS II BASIC CORE CURRICULUM

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	7	38.88	2	11.11	9	50.00	0	0
Southwest	5	16.66	14	46.66	2	6.66	7	23.33	2	6.66
Northeast	2	8.00	6	24.00	2	8.00	14	56.00	1	4.00
Southeast	0	0	11	40.74	2	7.40	12	44.44	2	7.40
West	0	0	6	46.15	1	7.69	6	46.15	0	0
East	3	21.42	5	35.71	2	14.28	4	28.57	0	0
State Totals	10	7.87	49	38.58	11	8.66	52	40.94	5	3.93

According to the data presented in Table XIX, 41.46 percent of the teachers agreed that they taught a wider variety of information by using the core curriculum than they had in previous years. Item number 31, "By having a basic core curriculum for Home Economics II, I taught a wider variety of information this year compared to previous years," was strongly agreed with by 4.87 percent of the teachers; however, 28.45 percent disagreed and 4.06 percent strongly disagreed with the item. Note that of those teachers using the core curriculum, 21.13 percent were neutral as to its helpfulness in broadening their teaching.

TABLE XIX

NUMERICAL AND PERCENTAGE RESPONSES INDICATING THE AFFECTIVENESS OF THE BASIC CORE CURRICULUM IN INCREASING THE VARIETY OF INFORMATION TAUGHT

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	1	5.88	8	47.05	2	11.76	5	29.41	1	5.88
Southwest	2	6.89	11	37.93	10	34.48	5	17.24	1	3.44
Northeast	0	0	12	52.17	4	17.39	5	21.73	2	8.69
Southeast	1	3.57	10	35.71	6	21.42	10	35.71	1	3.57
West	0	0	5	38.46	2	15.38	6	46.15	0	0
East	2	15.38	5	38.46	2	15.38	4	30.76	0	0
State Totals	6	4.87	51	41.46	26	21.13	35	28.45	5	4.06

Table XX shows that a vast majority of the teachers agreed to the helpfulness of behavioral objectives as stated in item number 33, "Behaviorally stated objectives are helpful in giving direction to my teaching." The data points out that 24 percent of the teachers strongly agreed and 69.35 percent agreed that behaviorally stated objectives gave direction to their teaching. This totals 93.54 percent in favor of item number 33; only two teachers felt that they were not helped by behaviorally stated objectives.

TABLE XX

NUMERICAL AND PERCENTAGE RESPONSES INDICATING THE HELPFULNESS OF BEHAVIORALLY STATED OBJECTIVES IN TEACHING

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	4	23.52	13	76.47	0	0	0	0	0	0
Southwest	6	20.00	20	66.66	3	10.00	1	3.33	0	0
Northeast	6	26.08	17	73.91	0	0	0	0	0	0
Southeast	8	28.57	18	64.28	1	3.57	1	3.57	0	0
West	2	15.38	9	69.23	2	15.38	0	0	0	0
East	4	30.76	9	69.23	0	0	0	0	0	0
State Totals	30	24.19	86	69.35	6	4.83	2	1.61	0	0

Table XXI shows teachers' attitudes toward providing student manuals for each student as stated in item number 35, "Home Economics II Basic Core Curriculum student manuals should be provided for each student in the class." The table indicates the Southeast District as the only district reporting no disagreement. However, the Northwest, Southwest, Southeast, and East Districts all showed over 80 percent of the teachers either agreed or strongly agreed that manuals should be provided to each student.

TABLE XXI

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ATTITUDES TOWARD PROVIDING MANUALS FOR EACH STUDENT

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	7	41.17	8	47.05	0	0	2	11.76	0	0
Southwest	12	41.37	12	41.37	1	3.44	3	10.34	1	3.44
Northeast	6	26.08	8	34.78	4	17.39	4	17.39	1	4.34
Southeast	10	35.71	13	46.42	5	17.85	0	0	0	0
West	1	7.69	7	53.84	3	23.07	1	7.69	1	7.69
East	4	30.76	7	53.84	1	7.69	1	7.69	0	0
State Totals	40	32.52	55	44.71	14	11.38	11	8.94	3	2.43

Summary

In review of data gathered by means of Objective II items, it is apparent that teachers were making an effort to use the basic core curriculum as a means by which to provide meaningful, well-organized learning experiences for their students.

Table XXII provides information concerning the rank order of the mean responses by teachers for items included in Objective II. Item number 2 is ranked first with a mean response of 4.40 to indicate that teachers are in favor of using the curriculum wherever possible;

whereas, item number 18 seemed to indicate that they were less interested in the amount of time the curriculum is used and more interested in its effectiveness.

TABLE XXII

RANK ORDER OF MEAN RESPONSES FOR ITEMS USED TO REACH OBJECTIVE II

No.	Statement	$\bar{X}$
2.	Some of the material in the basic core curriculum for Home Economics II can be and is used in other homemaking classes.	4.40
33.	Behaviorally stated objectives are helpful in giving direction to my teaching.	4.20
35.	Home Economics II Basic Core Curriculum student manuals should be provided for each student in the class.	3.96
1.	Basic core curriculum for Home Economics II has helped me to develop new and more effective ways of working with individual learners.	3.84
16.	The basic core curriculum for Home Economics II requires the use of more materials, equipment and supplies to meet the curricular needs than my school district is willing to provide.	3.43
31.	By having a basic core curriculum for Home Economics II, I taught a wider variety of information this year compared to previous years.	3.15
18.	Use of the Home Economics II Basic Core Curriculum accounts for more than 60 percent of my class time.	3.06

Knowledge of Curriculum Development and Design

Objective III has incorporated only four items to ascertain how knowledgeable vocational consumer and homemaking teachers are concerning the development and design of home economics curriculum. The data called for by these items is presented below.

Table XXIII summarized the teacher responses to item number 4, "It is the state and federal educational agencies' responsibility to provide leadership for the initial development of curriculum materials." The data presented here indicates that 47 percent of the teachers agreed and 16 percent strongly agreed with item number 4. The Southeast District teachers appear to be most in agreement in that 77.77 percent of them either agreed or strongly agreed that the state and federal agencies should sponsor curriculum development. Twenty-seven percent of the teachers across the state had no opinion concerning the originality of curriculum development.

As shown in Table XXIV, none of the teachers participating in this study disagreed with item number 10 which states, "Having high school home economics teachers as part of the curriculum committee writing team is an effective way of preparing curriculum materials." Data indicates that the teachers feel their peers can better serve their needs for curriculum materials. Perhaps this is an indication that more teachers would like to serve on the committee. Only three teachers were neutral concerning this issue.

TABLE XXIII

NUMERICAL AND PERCENTAGE RESPONSES INDICATING RESPONSIBILITY FOR CURRICULUM DEVELOPMENT

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	7	43.75	2	12.50	3	18.75	3	18.75	1	6.25
Southwest	2	6.66	14	46.66	12	40.00	1	3.33	1	3.33
Northeast	1	4.00	16	64.00	7	28.00	1	4.00	0	0
Southeast	6	22.22	15	55.55	3	11.11	3	11.11	0	0
West	1	7.69	7	53.84	4	30.76	1	7.69	0	0
East	2	14.28	5	35.71	5	35.71	2	14.28	0	0
State Totals	19	15.20	59	47.20	34	27.20	11	8.80	2	1.60

In reviewing Table XXV, one can clearly determine that the vast majority of the teachers understand that the core curriculum was intended to be a teaching tool and not an occassional reference book as determined by item number 12. That item reads as follows: "Home Economics II Basic Core Curriculum was intended to be more than a library reference." As indicated by the data 52 percent of the participants agreed with the item and 42 percent strongly agreed that it was intended for more than reference material. Only one teacher was undecided or neutral on this concept.

TABLE XXIV

NUMERICAL AND PERCENTAGE RESPONSES INDICATING THE ACCEPTANCE OF PEER PARTICIPATION IN CURRICULUM DEVELOPMENT

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	7	38.88	11	61.11	0	0	0	0	0	0
Southwest	11	36.66	18	60.00	1	3.33	0	0	0	0
Northeast	18	72.00	5	20.00	2	8.00	0	0	0	0
Southeast	13	46.42	15	53.57	0	0	0	0	0	0
West	6	46.15	7	53.84	0	0	0	0	0	0
East	8	57.14	6	42.85	0	0	0	0	0	0
State Totals	63	49.21	62	48.43	3	2.34	0	0	0	0

Table XXVI is a summary of the data gathered by item number 22, "Every student in the class should have a personal copy of the Home Economics II Basic Core Curriculum in order for it to be used to its maximum potential." As can be seen, a wide range of opinions are recorded. The Northwest District had the largest percentage of teachers in favor of item number 22. Only two teachers did not agree that to get maximum potential from the core curriculum each student should have their own manual. Note the difference between the opinions of teachers on item number 22 and item number 35 (Table XXI).

TABLE XXV

NUMERICAL AND PERCENTAGE RESPONSES INDICATING UNDERSTANDING OF INTENDED USE FOR THE HOME ECONOMICS II BASIC CORE CURRICULUM

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	9	50.00	7	38.88	0	0	2	11.11	0	0
Southwest	16	53.33	12	40.00	0	0	2	6.66	0	0
Northeast	10	40.00	13	52.00	1	4.00	1	4.00	0	0
Southeast	9	32.14	18	64.28	0	0	1	3.57	0	0
West	6	46.15	7	53.84	0	0	0	0	0	0
East	4	28.57	10	71.42	0	0	0	0	0	0
State Totals	54	42.18	67	52.34	1	0.78	6	4.68	0	0

Summary

Objective III was to determine how knowledgeable vocational consumer and homemaking teachers are concerning the development and design of home economics curriculum. In so doing, the researcher feels that the majority of the teachers have a basic understanding of curriculum development and how the basic core curriculum is to be used.

TABLE XXVI

NUMERICAL AND PERCENTAGE RESPONSES INDICATING INCREASED POTENTIAL OF THE HOME ECONOMICS II BASIC CORE CURRICULUM BY PROVIDING A PERSONAL COPY TO EACH STUDENT

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	8	44.44	8	44.44	0	0	2	11.11	0	0
Southwest	10	33.33	14	46.66	2	6.66	2	6.66	2	6.66
Northeast	8	34.78	7	30.43	1	4.34	7	30.43	0	0
Southeast	8	28.57	16	57.14	1	3.57	3	10.71	0	0
West	5	38.46	5	38.46	2	15.38	1	7.69	0	0
East	5	35.71	7	50.00	1	7.14	1	7.14	0	0
State Totals	44	34.92	57	45.23	7	5.55	16	12.69	2	1.58

In studying the rank order of mean responses in Table XXVII, one can readily see where priorities lie. As indicated in item number 10 with a mean response of 4.47, teachers were very concerned that they and their peers have input into the curriculum writing. In item number 4, they were less concerned with those whose responsibility it is, only that it is practical and can serve their students' needs.

TABLE XXVII

RANK ORDER OF MEAN RESPONSES FOR ITEMS USED TO REACH OBJECTIVE III

No.	Statement	$\bar{X}$
10.	Having high school home economics teachers as part of the curriculum committee writing team is an effective way of preparing curriculum materials.	4.47
12.	Home Economics II Basic Core Curriculum was intended to be more than a library reference.	4.32
22.	Every student in the class should have a personal copy of the Home Economics II Basic Core Curriculum in order for it to be used to its maximum potential.	4.02
4.	It is the state and federal educational agencies' responsibility to provide leadership for the initial development of curriculum materials.	3.66

Teacher Initiative

Objective IV made use of four items to ascertain if this approach in curriculum development is taking any initiative away from the teacher. The information gathered by these items is recorded below.

Table XXVIII shows that none of the teachers remained neutral or disagreed with item number 6 which reads, "A variety of teaching strategies is more effective in stimulating the desired learnings called for in Home Economics II Basic Core Curriculum than a single technique." All teachers participating in the study realized that no matter how excellent the curriculum, students learned better if the information was presented in a variety of ways.

TABLE XXVIII

NUMERICAL AND PERCENTAGE RESPONSES INDICATING USE OF VARIOUS TEACHING STRATEGIES

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	9	52.94	8	47.05	0	0	0	0	0	0
Southwest	16	53.33	14	46.66	0	0	0	0	0	0
Northeast	13	52.00	12	48.00	0	0	0	0	0	0
Southeast	11	39.28	17	60.71	0	0	0	0	0	0
West	7	53.84	6	46.15	0	0	0	0	0	0
East	8	57.14	6	42.85	0	0	0	0	0	0
State Totals	64	50.39	63	49.60	0	0	0	0	0	0

In Table XXIX a clear indication is given that teachers realize that one must be open minded in order to accept curriculum other than that of their own making. Item number 8, "A teacher must have an openness to new ideas in order to use the basic core curriculum successfully," attempted to identify those teachers using the curriculum and their openness to it. Only one teacher across the state disagreed with the item.

TABLE XXIX

NUMERICAL AND PERCENTAGE RESPONSES INDICATING TEACHER OPENNESS TO NEW IDEAS

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	9	50.00	9	50.00	0	0	0	0	0	0
Southwest	14	46.66	14	46.66	2	6.66	0	0	0	0
Northeast	15	60.00	10	40.00	0	0	0	0	0	0
Southeast	13	46.42	13	46.42	1	3.57	1	3.57	0	0
West	6	46.15	7	53.84	0	0	0	0	0	0
East	7	50.00	7	50.00	0	0	0	0	0	0
State Totals	64	50.00	60	46.87	3	2.34	1	0.78	0	0

In reference to item number 24, "I often wish the basic core curriculum left more to the teachers' originality," Table XXX shows a large percentage (39.84) undecided or neutral. Each district had teachers who agreed and those who disagreed. This seems to indicate that it depends upon the individual teachers as to how they were affected by the basic core curriculum in regard to originality.

TABLE XXX

NUMERICAL AND PERCENTAGE RESPONSES INDICATING AFFECT OF CORE CURRICULUM UPON TEACHER'S ORIGINALITY

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	1	5.55	4	22.22	13	72.22	0	0
Southwest	1	3.33	1	3.33	15	50.00	12	40.00	1	3.33
Northeast	1	4.00	2	8.00	9	36.00	12	48.00	1	4.00
Southeast	1	3.57	3	10.71	14	50.00	10	35.71	0	0
West	0	0	2	15.38	6	46.15	5	38.46	0	0
East	0	0	2	14.28	3	21.42	9	64.28	0	0
State Totals	3	2.34	11	8.59	51	39.84	61	47.65	2	1.56

Table XXXI is a summary of item number 27 which attempted to ascertain if the teacher's initiative was being stifled by being provided with the basic core curriculum. Item number 27 reads as follows: "A basic core curriculum tends to diminish a teacher's initiative." Data indicates that 65.85 percent disagreed and 17 percent strongly disagreed with this idea; however, 7.31 percent did agree while 1.62 percent strongly agreed. Only 8.13 percent of the participants remained neutral or undecided.

TABLE XXXI

NUMERICAL AND PERCENTAGE RESPONSES INDICATING AFFECT OF CORE CURRICULUM UPON TEACHER INITIATIVE

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	1	5.88	2	11.76	10	58.82	4	23.53
Southwest	1	3.33	1	3.33	3	10.00	21	70.00	4	13.33
Northeast	1	4.34	2	8.69	0	0	15	65.21	5	21.73
Southeast	0	0	4	14.28	3	10.71	17	60.71	4	14.28
West	0	0	1	7.69	1	7.69	10	76.92	1	7.69
East	0	0	0	0	1	8.33	8	66.66	3	25.00
State Totals	2	1.62	9	7.31	10	8.13	81	65.85	21	17.07

In ascertaining if this approach in curriculum development is taking any initiative away from the teacher as stated in Objective IV, the researcher finds that the majority of those teachers participating in this study were very alert and receptive to new ideas as stepping stones to better teaching.

Summary

As seen in Table XXXII, the highest mean response is to item number 6 which indicated an excellent degree of use of many teaching

strategies. The lowest mean response is to item number 24, indicating a desire for more originality to be left up to the teacher. The researcher feels that this group of teachers is uninhibited by the written page and will improvise when the need is there.

TABLE XXXII

RANK ORDER OF MEAN RESPONSES FOR ITEMS USED TO REACH OBJECTIVE IV

No.	Statement	$\bar{X}$
6.	A variety of teaching strategies is more effective in stimulating the desired learnings called for in Home Economics II Basic Core Curriculum than a single technique.	4.47
8.	A teacher must have an openness to new ideas in order to use the basic core curriculum successfully.	4.46
27.	A basic core curriculum tends to diminish a teacher's initiative.	3.89
24.	I often wish the basic core curriculum left more to the teachers' originality.	3.40

Value of Curriculum to Students

Objective V required the use of four items to ascertain the value of the basic core curriculum to students as perceived by teachers. The opinions of teachers as to the value to their students is as follows.

Table XXXIII summarizes responses to item number 3 which states, "Students perform at a higher level when using units with behavioral

objectives, compared to the traditional way of teaching." It was noted that 33 percent of the teachers were neutral as to whether behavioral objectives were helpful to their students; however, 59 percent were in agreement that their students performed better when using behaviorally stated objectives. Only 10 teachers from five districts disagreed with item number 3.

TABLE XXXIII

NUMERICAL AND PERCENTAGE RESPONSES INDICATING A HIGH LEVEL OF PERFORMANCE BY MEANS OF BEHAVIORALLY STATED OBJECTIVES

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	4	22.22	8	44.44	5	27.77	1	5.55	0	0
Southwest	1	3.33	12	40.00	14	46.66	3	10.00	0	0
Northeast	5	20.00	11	44.00	7	28.00	2	8.00	0	0
Southeast	4	14.81	14	51.85	7	25.92	2	7.40	0	0
West	2	15.38	6	46.15	5	38.46	0	0	0	0
East	3	21.42	5	35.71	4	28.57	2	14.28	0	0
State Totals	19	14.96	56	44.09	42	33.07	10	7.87	0	0

As shown again in Table XXXIV, the teachers have a wide range of opinions concerning the value of each student having his/her own manual. Item number 14 states, "Students learn more when they have their own curriculum manual because less time is spent in note taking." Forty-eight percent of the teachers agreed and fourteen percent strongly agreed that having one's own manual was beneficial in that the student could listen more and write less during class time. Please note the small percentage of disagreement and also that 25 percent of the teachers remained neutral.

TABLE XXXIV

NUMERICAL AND PERCENTAGE RESPONSES INDICATING ADVANTAGE OF INDIVIDUAL STUDENT MANUALS

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	4	22.22	11	61.11	2	11.11	1	5.55	0	0
Southwest	2	6.66	16	53.33	8	26.66	3	10.00	1	3.33
Northeast	4	16.00	9	36.00	7	28.00	4	16.00	1	4.00
Southeast	3	10.71	15	53.57	7	25.00	2	7.14	1	3.57
West	1	7.69	6	46.15	4	30.76	2	15.38	0	0
East	4	28.57	5	35.71	5	35.71	0	0	0	0
State Totals	18	14.06	62	48.43	33	25.78	12	9.37	3	2.34

In Table XXXV large percentages of agreement were shown by teachers who felt that the basic core curriculum is helpful in providing practical experience in homemaking as stated in item number 20, "The basic core curriculum to a great extent provides students with opportunities for practical experience in homemaking."

TABLE XXXV

NUMERICAL AND PERCENTAGE RESPONSES INDICATING USEFULNESS OF BASIC CORE CURRICULUM IN PROVIDING PRACTICAL HOMEMAKING EXPERIENCES

	SA		A		N		D		SD	
	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	12	66.66	3	16.66	3	16.66	0	0
Southwest	1	3.33	22	73.33	3	10.00	4	13.33	0	0
Northeast	0	0	20	86.95	3	13.04	0	0	0	0
Southeast	2	7.14	21	75.00	5	17.85	0	0	0	0
west	0	0	12	92.30	1	7.69	0	0	0	0
East	2	14.28	7	50.00	2	14.28	3	21.42	0	0
State Totals	5	3.96	94	74.60	17	13.49	10	7.93	0	0

The West District showed 92 percent in agreement with item number 20 while all districts showed above 64 percent agreement. The state

percentage figured 74 percent agreed and approximately 4 percent strongly agreed.

According to the findings in Table XXXVI, 47 percent of the teachers disagreed with item number 29, "The tests in the basic core curriculum for Home Economics II too often exceed the capabilities of my students." However, 35 percent of the teachers did agree that the unit tests in the core curriculum were too difficult for their students. A review of the districts shows that the East, West, and Southeast Districts registered the largest percentages of agreement to item number 29.

TABLE XXXVI

NUMERICAL AND PERCENTAGE RESPONSES INDICATING DEGREE OF POSTTEST DIFFICULTY

	SA		A		N		D		SD	
Districts	No.	%	No.	%	No.	%	No.	%	No.	%
Northwest	0	0	3	17.64	3	17.64	10	58.82	1	5.88
Southwest	2	6.66	8	26.66	6	20.00	11	36.66	3	10.00
Northeast	1	4.34	7	30.43	3	13.04	11	47.82	1	4.34
Southeast	1	3.57	12	42.85	7	25.00	8	28.57	0	0
West	0	0	5	38.46	0	0	7	53.84	1	7.69
East	0	0	5	38.46	2	15.38	5	38.46	1	7.69
State Totals	4	3.22	40	32.25	21	16.93	52	41.93	7	5.64

Summary

In reviewing Objective V, judgment must be made as to how successfully the objective was met. An attempt was made to determine the value of the basic core curriculum to students as perceived by teachers. A majority of the teachers seemed to feel that the basic core curriculum was an asset to their students even though there were those, in smaller numbers, who disagreed.

Table XXXVII shows the rank order of mean responses to each statement used to meet Objective V. As indicated the highest mean response was for item number 20 in that the practical experiences provided for in the core curriculum were meaningful. The lowest mean response for Objective V was item number 29 concerning the tests being commensurate to student abilities.

TABLE XXXVII

RANK ORDER OF MEAN RESPONSES FOR ITEMS USED TO REACH OBJECTIVE V

No.	Statement	$\bar{X}$
20.	The basic core curriculum to a great extent provides students with opportunities for practical experience in homemaking.	3.75
3.	Students perform at a higher level when using units with behavioral objectives, compared to the traditional way of teaching.	3.66
14.	Students learn more when they have their own curriculum manual because less time is spent in note taking.	3.63
29.	The tests in the basic core curriculum for Home Economics II too often exceed the capabilities of my students.	3.15

Profile of Participants

The personal data information sheets were used to obtain a profile of those vocational consumer and homemaking teachers participating in the study and data was recorded in Table XXXVIII. From the data gathered by means of this information sheet, it was revealed that teachers across the state range in age from 22-62 years, with a state mean age of 35.6953. Each district had a mean age very near the state average. The oldest mean age was found in the Southwest District and the youngest in the West District.

The state mean for years of teaching experience was 8.7578 with a range of one year to 35 years of teaching. The lowest mean for years of teaching experience (6.2857) was found in the East District; however, the smallest range of years was 1-17 which was found in the Northwest District.

Notice that of the 128 participants in the study, 16 have masters degrees and 12 teachers have done graduate work beyond the master's level; never-the-less, at this point in time none have obtained the specialist or doctorate degrees.

The research found that:

1. Seventy of the 128 teachers participating in the study were graduates of Oklahoma State University;
2. Fourteen of the 17 graduates from the University of Science and Arts of Oklahoma remained in that same general area to teach;
3. Only one teacher of the 128 participating in the study graduated from Langston University; and

TABLE XXXVIII

RESPONSES INDICATING A PROFILE OF THE HOME ECONOMICS TEACHERS PARTICIPATING IN THE STUDY

	State	District					
		North-west	South-west	North-east	South-east	West	East
Total number of years you have taught home economics:							
Mean	8.76	6.83	10.20	7.32	10.21	10.38	6.29
Range	1-35	1-17	1-35	1-19	1-27	3-30	1-22
Age:							
Mean	35.70	35.83	39.83	32.68	36.14	36.54	30.36
Range	22-62	23-55	23-62	23-62	22-60	24-57	24-59
Highest college degree held:							
B.S.	100	14	26	19	23	8	10
M.S.	16	3	2	4	2	3	2
M.S. +	12	1	2	2	3	2	2
Specialist	0	0	0	0	0	0	0
Doctorate	0	0	0	0	0	0	0
Institution:							
O.U.	12	1	4	1	2	2	2
O.S.U.	70	13	8	15	14	9	11
U.S.A.O.	17	1	14	0	1	0	1
Langston	1	0	0	0	1	0	0
Other In-State	10	0	1	3	4	2	0
Other Out-of-State	14	1	2	5	6	0	0

4. More out-of-state graduates participated in the study than did Oklahoma University or other in-state graduates.

Teacher and Student Use of Curriculum

The personal data information sheets also inquired into the extent of teacher use of the curriculum and student use of the curriculum. The extent of teacher use of the curriculum is recorded in Table XXXIX. Across the state 96 percent of the teachers indicated that they use the Home Economics II Basic Core Curriculum in their classroom teaching. In contrast, only 35.9 percent of the teachers have participated in the two-day vocational education curriculum in-service training course. One should expect that participation in the in-service program would precede such widespread use of the curriculum; however, in the West District 100 percent of the teachers indicated that they use the core curriculum in their classroom teaching, yet only eight percent have attended in-service training.

Table XL indicates mean response to items concerning student use of the core curriculum. Close examination of the data reveals that in each district student enrollment exceeds student manual purchases.

General Interest Data

The study incorporated three decoy items that were of general interest to the researcher and others in the field of Home Economics. These items were:

TABLE XXXIX

PERCENTAGE RESPONSE INDICATING TEACHER USE OF HOME ECONOMICS II BASIC CORE CURRICULUM IN THEIR CLASSROOM TEACHING AND WORKSHOP PARTICIPATION

State		North-west District		South-west District		North-east District		South-east District		West District		East District	
Percent Yes	No	Percent Yes	No	Percent Yes	No	Percent Yes	No	Percent Yes	No	Percent Yes	No	Percent Yes	No
Did you use the Home Economics II Basic Core Curriculum in your classroom teaching?													
96	3	100	0	96	4	97	3	93	7	100	0	100	0
Have you ever attended one of the two-day vocational education curriculum in-service training courses?													
36	64	78	22	28	72	30	70	36	64	8	82	36	64

7. I am well satisfied with my present teaching position.

25. Home Economics II Basic Core Curriculum is helpful in making FHA an integral part of the Consumer and Homemaking program.

32. More curriculum workshops are needed to train teachers how to successfully use the basic core curriculum.

In considering item number 7, the researcher found that 94 percent of the teachers were satisfied with their teaching positions. Only one teacher of the 127 responding to this item disagreed that they were satisfied with their present teaching position.

TABLE XL

MEAN RESPONSE INDICATING STUDENT USE OF HOME ECONOMICS II BASIC CORE CURRICULUM

State Mean	Northwest District Mean	Southwest District Mean	Northeast District Mean	Southeast District Mean	West District Mean	East District Mean
What was your Home Economics II enrollment for 1973-74?						
27.14	24.28	26.17	30.76	23.32	22.62	38.29
How many Home Economics II Basic Core Curriculum student manuals did you purchase?						
17.63	22.22	16.97	13.72	19.32	17.54	14.71
Approximately how many of your students have used the Home Economics II Basic Core Curriculum?						
22.41	24.61	25.83	26.04	18.11	15.31	20.93

From the national level, emphasis has been made to have teachers incorporate FHA more into the consumer and homemaking programs. It was of interest to the researcher to know if teachers felt the Home Economics II Basic Core Curriculum was helpful in reaching this end. As result, of this item, it was learned that over 51 percent of the teachers were undecided or neutral as to just how helpful the basic core curriculum really was with the FHA work. Another 29 percent were disagreeable to the item.

Item number 32 was both of general interest and most helpful in developing recommendations for the study in that 79 percent of the teachers felt that more curriculum workshops should be held to help

them better take advantage of the benefits of the core curriculum.

Thirty-eight percent of this number were of the "strongly agree" group.

Unsolicited Comments

The core curriculum could be greatly improved by the addition of more job sheets in most of the units since working out job sheets is time consuming and unless handed out individually are not always as clearly understood.

The students should have them (manuals), but the school should not have to buy it and give to students.

I haven't attended one of the two-day training courses, but I would like to.

Core curriculum is helpful but some areas could be greatly improved.

Need more fun ideas to teach.

I used parts of the core curriculum and therefore only used the copy provided our department and duplicated those parts used

We did not buy student manuals due to funds. I think the core curriculum is just great.

When are the Family Living Curriculums going to be issued? I'm very anxious and needy!

I would like to attend training course.

Used core curriculum with boys also.

I only had the teachers copy but used the material.

You can always improve anything.

Have not attended training course but have had several graduate courses which included this.

I didn't know anything about them (the training courses).

Transparencies are trouble to make and expensive. Since students receive the pages, making them doesn't seem necessary.

I used the core curriculum 1 year, the students in that class were not typical of former classes--my thinking might be different after this year, but as of now I do not feel II fits my needs as well as I does.

Our school district cannot afford to purchase a large quantity of manuals!!

My department has a sufficient supply of textbooks for each student in each level and unit. Where the textbooks are lax or insufficient, I rely heavily on reprinted Core Curr. materials. As yet my school board has not bought the curriculum manuals for the students and I feel it is not material that would be used by the student as home reference if they bought it for class use. Until I am more comfortable with it as a complete unit, I'll continue to select certain materials to use. As of now I use about 50 percent of the basic curricula in the Home Ec. II level with the 10th graders. I use about 45 percent of it with the 9th or 11-12 graders.

I had wanted to attend the training course, but was refused.

Next year I hope to have a copy for each student.

Our program is organized around in-depth semester courses after the general course in Home Ec I. Various units from the Home Economics II Basic Core Curriculum were used in the semester classes.

Would love to attend training course.

I think core curriculums are wonderful as "helps" for teachers--to be used as teaching guides and to establish boundries. However, they should not be handed to students as a workbook.

Would like to attend training course.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to obtain from vocational consumer and homemaking teachers in Oklahoma an evaluation of the basic core curriculum prepared for Home Economics II by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. To attain this purpose, the following objectives were developed.

1. To ascertain the general acceptance of the Home Economics II Basic Core Curriculum as well as the acceptance of individual components of the units of instruction (assignment sheets, job sheets, behavioral objectives, suggested activities, transparency masters, and posttests);
2. To ascertain to what extent the Home Economics II Basic Core Curriculum is being used by vocational consumer and homemaking teachers in Oklahoma;
3. To ascertain how knowledgeable vocational consumer and homemaking teachers are concerning the development and design of home economics curriculum;
4. To ascertain if this approach in curriculum development is taking any initiative away from the teacher; and

5. To ascertain the value of the basic core curriculum to students as perceived by teachers.

Data for this study was collected by means of a mailed questionnaire that was sent to 200 high school vocational consumer and homemaking teachers in Oklahoma. This number represented a 50 percent sampling of each of the six supervisory districts in the state. The instrument employed the use of the Likert-Scale to gather data from the teachers along with the aid of a personal data information sheet used to gather data to formulate a profile of participating teachers. Of the 200 questionnaires mailed out, 142 were returned for a 71 percent return; however, only 128 were complete enough to be used in the study.

Summary of Findings

The following summary is substantiated by the findings relevant to the objectives of the study:

1. Teachers feel that the suggested activities page is a stimulus for better lesson planning.
2. The teachers are making use of the transparency masters included in the teachers manuals.
3. Over 50 percent of the teachers indicate that the unit tests do a good job in measuring student achievement.
4. Teachers feel that the assignment sheets are very helpful and useful to them and to the students.
5. The teachers are responsive to the basic core curriculum as an aid to better teaching.
6. Sixty-two percent of the teachers believe the behavioral objectives are an aid to student learning.

7. Only 2.36 percent of the teachers agree that the experienced teacher has little need for the Home Economics II Basic Core Curriculum
8. Over 88 percent of the teachers indicated their acceptance of the information sheets as useful.
9. Eighty-four percent of the teachers feel that the job sheets are sufficiently detailed to allow the student to complete the specific job.
10. Teachers indicate that they feel the basic core curriculum is useful in clarifying their teaching goals.
11. Teachers indicate a difference of opinion in the adequacy of the basic core curriculum in its present development.
12. Over 95 percent of the teachers feel that the curriculum can be complimented by other instructional materials.
13. A majority of the teachers feel that the core curriculum is helpful in working with individual learners.
14. Ninety-nine percent of the teachers indicate that they can and do use the basic core curriculum in other homemaking classes.
15. Ninety-four percent of the teachers feel that behaviorally stated objectives are helpful in giving direction to their teaching.
16. Ninety-seven percent of the teachers feel that home economics teachers should be part of the curriculum writing committee.
17. Eighty percent of the teachers feel that every student in the class should have a personal copy of the core curriculum in order for it to be used to its maximum potential.

18. Eighty-two percent of the teachers disagree that the basic core curriculum tends to diminish a teacher's initiative.
19. The mean age for teachers in the study is 35.70 years.
20. Only 35.9 percent of the teachers in the study have participated in the in-service curriculum workshops.

Conclusions

Using the analysis of data collected in this study, certain conclusions were made.

1. That teachers had accepted the Home Economics II Basic Core Curriculum and were finding the various aspects of the format, such as assignment sheets, information sheets, job sheets, etc., to be helpful and useful in their teaching.
2. The consumer and homemaking teachers were using the core curriculum in Home Economics II classes and in other classes where the information was appropriate.
3. Teachers have a general knowledge of curriculum development and design. They were very much interested in participating or having their peers participate in the curriculum writing committee activities.
4. The teachers have not been inhibited by the core curriculum, rather they are using it as a guide and supplementing it with other interesting and informative materials.
5. The teachers felt that their students gained much benefit by having the Home Economics II Basic Core Curriculum from which to base their learning activities.

Recommendations

The findings of the study are indicative of factors that affect the teacher use and acceptance of the Home Economics II Basic Core Curriculum; therefore, the researcher wishes to submit the following recommendations to those who are responsible for providing curriculum for vocational programs. Curriculum personnel should:

1. Provide for a continuous, critical evaluation program in order to revise curriculum on a three-five year basis, so as to meet the needs of those teachers and students being served.
2. Further develop unit tests in order to better evaluate student achievement.
3. Provide an extended reference list to include all types of supplemental materials to enhance the core curriculum.
4. Provide mini-grants to poor school districts which would like to provide the basic core curriculum to students but cannot afford the expense involved.
5. Invite more consumer and homemaking teachers to participate in the curriculum committee writing activities.
6. Provide many more vocational education curriculum in-service training courses in order to help vocational consumer and homemaking teachers use the Home Economics II Basic Core Curriculum even more effectively than they are now doing. The workshops or in-service training should aim to (a) help educate teachers as to the positive benefits of behaviorally stated objectives and (b) assist teachers in using the core curriculum to set goals and make better teaching plans.

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APPENDIX A

July 29, 1974

Dear

I am currently making a study to determine to what extent the Home Economics II Basic Core Curriculum is being accepted and used by teachers of home economics in Oklahoma. It is hoped that the results of the study might prove beneficial to the field of Curriculum Development as well as provide a basis for further research study.

In consideration of your experience as a teacher, I would like to ask you to help by supplying the information asked for in the enclosed form. It would also be appreciated if you would supply the personal data requested. All information will be held in confidence.

A self-addressed, stamped envelope has been enclosed for your use. I would appreciate your participation in this study by filling out the form as soon as possible because this information will be used in the writing of a Master's Thesis.

The names of those persons listed below are aware of and in support of this study.

Thank you in advance for your cooperation.

Sincerely,

Mrs. Ruth Ann Hollenback
Graduate Student
Oklahoma State University

Thesis Adviser	State Supervisor Home Economics	Curriculum Coordinator

CURRICULAR DATA INFORMATION FORM

Personal Information:

Total number of years you have taught home economics_____.

Age:_____.

Highest college degree held: (circle one)

B.S. M.S. M.S.+ Specialist Doctorate

Major for B.S. Degree_____Institution_____

Major for M.S. Degree_____Institution_____

Other:_____

What was your Home Economics II enrollment for 1973-1974?_____

Did you use the Home Economics II Basic Core Curriculum in your classroom teaching? (circle one) YES NO

How many Home Economics II Basic Core Curriculum student manuals did you purchase?_____

Approximately how many of your students have used the Home Economics II Basic Core Curriculum?_____

Have you ever attended one of the two-day Vocational Education Curriculum In-Service Training Courses?_____.

Please respond to each of the following statements by circling the response that most nearly expresses your feelings on each individual statement.

SA-Strongly Agree
A-Agree
N-Neutral
D-Disagree
SD-Strongly Disagree

1. The basic core curriculum for Home Economics II has helped me to develop new and more effective ways of working with individual learners. SA A N D SD

2. Some of the material in the basic core curriculum for Home Economics II can be and is used in other homemaking classes. SA A N D SD

3. Students perform at a higher level when using units with behavioral objectives, compared to the traditional way of teaching. SA A N D SD

4. It is the state and federal educational agencies' responsibility to provide leadership for the initial development of curriculum materials. SA A N D SD

5. The suggested activities page serves as a stimulus for better lesson planning. SA A N D SD

6. A variety of teaching strategies is more effective in stimulating the desired learning called for in Home Economics II Basic Core Curriculum than a single technique. SA A N D SD

7. I am well satisfied with my present teaching position. SA A N D SD

8. A teacher must have an openness to new ideas in order to use the basic core curriculum successfully. SA A N D SD

9. The transparency masters provided in each unit should be used. SA A N D SD

10. Having high school home economics teachers as part of the curriculum committee writing team is an effective way of preparing curriculum materials. SA A N D SD

11. Assignment sheets provide pencil and paper activities to help students see the relevance of each unit of instruction. SA A N D SD

12. Home Economics II Basic Core Curriculum was intended to be more than a library reference. SA A N D SD

13. Tests provided in each unit do a good job of evaluating a student's achievement of the objectives. SA A N D SD

14. Students learn more when they have their own curriculum manual because less time is spent in note taking. SA A N D SD

15. I feel that my teaching has improved since using the Home Economics II Basic Core Curriculum. SA A N D SD

16. The basic core curriculum for Home Economics II requires the use of more materials, equipment and supplies to meet the curricular needs than my school district is willing to provide. SA A N D SD

17. I find that once students understand the behavioral objectives of a unit, they learn the materials quickly. SA A N D SD

18. Use of the Home Economics II Basic Core Curriculum accounts for more than 60% of my class time. SA A N D SD

19. An experienced teacher has little need for the Home Economics II Basic Core Curriculum. SA A N D SD

20. The basic core curriculum to a great extent provides students with opportunities for practical experience in homemaking. SA A N D SD

21. It is a real time saver to have the information sheets included in the student manual. SA A N D SD

22. Every student in the class should have a personal copy of the Home Economics II Basic Core Curriculum in order for it to be used to its maximum potential. SA A N D SD

23. Job sheets are sufficiently detailed to allow the student to complete the specific job. SA A N D SD

24. I often wish the basic core curriculum left more to the teachers' originality. SA A N D SD

25. Home Economics II Basic Core Curriculum is helpful in making FHA an integral part of the Consumer and Homemaking program. SA A N D SD

26. After working with the Home Economics II Basic Core Curriculum, my goals for the course are much clearer than they were before I instituted the change. SA A N D SD

27. A basic core curriculum tends to diminish a teacher's initiative. SA A N D SD

28. I believe the basic core curriculum is adequate in its present development. SA A N D SD

29. The tests in the basic core curriculum for Home Economics II too often exceed the capabilities of my students. SA A N D SD

30. Since using the basic core curriculum, I can identify strengths and weaknesses in my own planning of which I was not aware. SA A N D SD

31. By having a basic core curriculum for Home Economics II, I taught a wider variety of information this year compared to previous years. SA A N D SD

32. More curriculum workshops are needed to train teachers how to successfully use the basic core curriculum. SA A N D SD

33. Behaviorally stated objectives are helpful in giving direction to my teaching. SA A N D SD

34. Although Home Economics II Basic Core Curriculum is sufficient, it can be complimented by utilizing other instructional materials. SA A N D SD

35. Home Economics II Basic Core Curriculum student manuals should be provided for each student in the class. SA A N D SD

APPENDIX B

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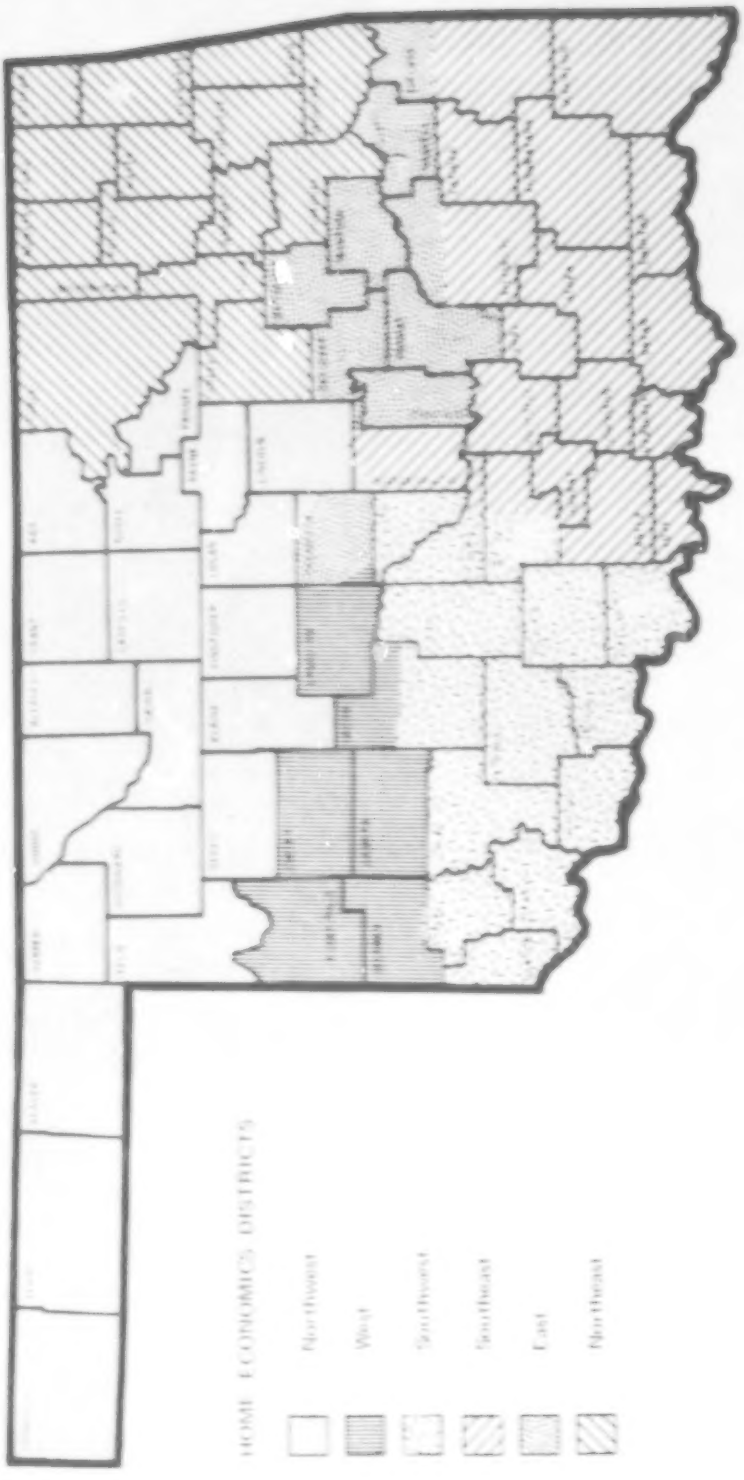
HOME ECONOMICS DISTRICTS
Northwest
West
Southwest
Southeast
East
Northeast

VITA

Ruth Ann Hollenback

Candidate for the Degree of

Master of Science

Thesis: AN EVALUATION OF HOME ECONOMICS II BASIC CORE CURRICULUM BY VOCATIONAL CONSUMER AND HOMEMAKING TEACHERS IN OKLAHOMA

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Taloga, Oklahoma, August 13, 1940, to James S. and Grace E. Elliott.

Education: Graduated from Seiling High School, Seiling, Oklahoma, in May, 1958; received Bachelor of Science degree from Oklahoma State University in August, 1964.

Professional Experience: Started teaching Vocational Home Economics at Boise City, Oklahoma, in August 1964 and taught there until June, 1966; Vocational Home Economics (Consumer and Homemaking) 196 -1971, Navasota, Texas; Home Economics Cooperative Education, 1969-1971, Navasota, Texas; Coordinated, Vocational Academic Education (CVAE-Home and Community Services), 1971-January, 1972, Navasota, Texas. Research Assistant, Research Coordinating Unit, Oklahoma State Department of Vocational and Technical Education, 1974 to present.

Awards: One of twelve Vocational-Technical Educators in Texas to be awarded an EPDA 552 Grant to pursue an advanced degree at Oklahoma State University in 1973. Awarded an EPDA 552 Grant by Oklahoma to pursue a doctoral degree at Oklahoma State University in 1975.

Professional Organizations: Oklahoma Home Economics Association; Student Home Economics Association; Student National Education Association; Oklahoma Educational Association; Oklahoma Vocational Association; Phi Upsilon Fraternity; Texas State Teachers Association; Texas Classroom Teachers Association; Vocational Home Economics Teachers Association of Texas; Texas Vocational Association; American Vocational Association.